

NOTICING TARGETS FOR PRIORITY GOAL:

Learners will be on a journey of applying Torah to daily life.

During the year, LOMED congregations will design and deliver new learning experiences to help learners reach the priority goal. In order to monitor student growth, teachers will select noticing targets—smaller and more concrete goals that help learners reach the priority goal.

Priority Goal Definition:

Learners will develop the knowledge, skills and habits, beliefs/values and sense of belonging to make daily decisions guided by Jewish teaching or Torah, understood in its broadest sense. These decisions can be interpersonal (i.e., how a person treats a fellow), ethical (i.e., what's the right thing to do in the face of a moral dilemma) and/or ritual in nature.

Torah, or Jewish tradition, is a rich and deep sourcebook that informs and illuminates, and its wisdom guides the way people understand the world and the decisions they make. Before acting, learners who achieve this priority goal pause, think of Torah values, laws and ethical teachings, and then decide what to do.

Knowing, Doing, Believing, Belonging

Professional Learning Teams will deliver new learning experiences that fulfill whole-person learning. In order to notice success in their learners, teachers will select noticing targets from each of the four learning domains:

Knowing

This domain includes the acquisition of knowledge, understanding and skills needed to live out a priority goal.

Doing

This domain involves the translation of knowledge and skills into authentic Jewish living connected to the priority goal.

Believing

This domain is about the development of a relationship of the self to something transcendent, the acquisition of values and the determination of priorities in connection to the priority goal.

Belonging

This domain is about the cultivation of connection to and identification with others and with community in pursuit of the priority goal.

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This chart offers concrete examples of noticing targets in each whole person learning domain. Select one target from each domain from this list or create your own. Developmental groupings have been provided and are intended only as guidelines.

	Early Primary (K-2 nd Grade)	Intermediate (3 rd -5 th Grades)	Middle School (6 th -8 th Grades)
Knowing	<input type="checkbox"/> Identifies values used by biblical characters <input type="checkbox"/> Defines vocabulary of Jewish values connected to daily activity <input type="checkbox"/> _____	<input type="checkbox"/> Recognizes dilemmas faced by biblical characters in daily life <input type="checkbox"/> Defines steps for Jewish decision-making <input type="checkbox"/> _____	<input type="checkbox"/> Names a number of ways an individual can make a decision <input type="checkbox"/> Defines steps for Jewish decision making in accordance with their movement, congregational community and/or family <input type="checkbox"/> _____
Doing	<input type="checkbox"/> Uses vocabulary of Jewish values in referring to own acts <input type="checkbox"/> Uses vocabulary of Jewish values in referring to acts of others <input type="checkbox"/> Stops and thinks about mitzvot/middot before acting <input type="checkbox"/> _____	<input type="checkbox"/> Acknowledges challenges that require decision-making in own life <input type="checkbox"/> Articulates Jewish values used in making a decision <input type="checkbox"/> Applies steps for Jewish decision-making <input type="checkbox"/> _____	<input type="checkbox"/> Stops and thinks about Jewish values before acting <input type="checkbox"/> Uses own set of steps for Jewish decision-making <input type="checkbox"/> _____
Believing	<input type="checkbox"/> Expresses feelings about treating others based on <i>mitzvot</i> or <i>middot</i> <input type="checkbox"/> Shows respect/love for the Torah <input type="checkbox"/> _____	<input type="checkbox"/> Expresses feelings about making a decision based on <i>mitzvot</i> or <i>middot</i> <input type="checkbox"/> Describes personal dilemmas similar to those in the Bible and Jewish history <input type="checkbox"/> _____	<input type="checkbox"/> Expresses feelings about treating others based on <i>mitzvot</i> or <i>middot</i> <input type="checkbox"/> Explains the challenges and satisfaction of making decisions based on mitzvot/ <input type="checkbox"/> Shares stories about personal experiences with difficult decisions <input type="checkbox"/> _____

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Belonging	<input type="checkbox"/> Shares stories about personal experiences with difficult decisions <input type="checkbox"/> Acts with sensitivity toward others in peer group <input type="checkbox"/> _____	<input type="checkbox"/> Shares stories about personal experiences with difficult decisions <input type="checkbox"/> Tells stories of others in the congregation who apply Torah to daily life <input type="checkbox"/> _____	<input type="checkbox"/> Exchanges personal stories of Jewish decision making with peers or other community members <input type="checkbox"/> Acts with sensitivity toward others in peer group according to middot/mitzvot <input type="checkbox"/> _____
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Additional Noticing Targets

KNOWING

- Identifies characters in the biblical stories
- Explains relationships among characters in biblical stories
- Analyzes the motivations of characters in biblical stories, Jewish texts
- Reads and understands Jewish texts
- Analyzes Jewish texts for meaning
- Connects Jewish values with personalities in the Bible and Jewish history who enacted them

DOING

- Recognizes there are many ways to solve problems
- Identifies examples of Jewish values/*middot*/*mitzvot* in stories s/he hears or reads
- Offers own interpretations of Jewish texts
- Applies Jewish values/*middot*/*mitzvot* in personal situations
- Takes responsibility for enacting values/*middot*/*mitzvot* in immediate learning environment

BELIEVING

- Asks questions about Jewish ways of acting
- Raises questions about Jewish texts
- Tells others (friends, family members, other adults) about values/*middot*/*mitzvot* learned in Jewish educational setting
- Identifies human issues Jewish texts respond to
- Explains the difference between the “truth” of a story and whether or not it actually happened

BELONGING

- Expresses feelings about being treated by others based on *mitzvot* or *middot*
- Makes plans (or asks parents to make plans) with others from congregation
- Draws connections between Jewish texts and personal experience